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Culture
Unit Overview

Embarc programming aims to support students as they explore, discover, and understand who they are and who they want to become. We believe that understanding our own culture and the culture of others is a crucial component in the development of our students' identity, sense of belonging, and interpersonal skills. The following lessons offer students a chance to explore aspects of their own cultural identity and learn about other cultures. Additionally, throughout these lessons, Embarc teachers and students will build positive relationships and a deeper understanding of each other in order to foster a safe place for learning and growth.

These lessons give students the opportunity to develop and explore the following Key Factors and Foundational Components that are outlined in Foundations for Young Adult Success by The University of Chicago's Consortium on Chicago School Research.

- **Integrated Identity** is a sense of internal consistency of who one is across time and across multiple social identities. An integrated identity serves as an internal framework for making choices and provides a stable base from which one can act in the world.
- **Mindsets** are beliefs and attitudes about oneself, the external world, and the interaction between the two. They are the default lenses that individuals use to process everyday experiences. Mindsets reflect a person's unconscious biases, natural tendencies, and past experiences.
- **Values** are ideals or beliefs about what is good or bad and what is desirable or undesirable. They are important, enduring, and often culturally defined. Values develop through a process of exploration and experimentation, where young people make sense of their experiences and refine what they hold as important ideals.

Culture will allow students to practice and develop mastery in the following Common Core State Standards and 21st Century Skills.

Common Core State Standards

- **CC.9-10.SL.1 Comprehension and Collaboration:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CC.9-10.SL.4 Presentation of Knowledge + Ideas:** Present information, findings, and supportive evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **CC.9-10.SL.5 Presentation of Knowledge + Ideas:** Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and

21st Century Skills

- **Learning and Innovation Skills:**
  - Think Creatively
  - Work Creatively with Others
  - Communicate Clearly
  - Collaborate with Others
  - Make Judgements + Decisions
- **Information, Media, + Technology Skills**
  - Access and Evaluate Information
  - Create Media Projects
- **Life and Career Skills:**
  - Work Independently
  - Work Effectively in Diverse Teams
  - Manage Projects
  - Be Responsible to Others

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evidence and to add interest.

Culture
ARC Unit Objectives

Throughout the Embarc curriculum, students are provided opportunities to develop the key factors and foundational components to young adult success through the Action Reflection Cycle (ARC). In the graphic below, you can learn more about our ARC objectives.

Embarc

Revised, June 2017

EmbARC (Action Reflection Cycle)

	Active Aspects	Discover	Understand	Lead
Reflection = *Making Meaning*	Integrate	▪ Relates previous experiences to inform actions in familiar settings ▪ Recognizes "I did that"	▪ Makes use of previous experiences of self and others to inform actions in a wide range of settings ▪ Understands "I did that; I'm the kind of person who can"	▪ Adapts to a wide range of settings ▪ Believes "I did that; I'm the kind of person who can; I belong anywhere"
	Envision	▪ Creates a negative image of what one wants to avoid ▪ Creates a positive image of what one wants to become	▪ Classifies specific behaviors and/or strategies that will promote or derail future visions	▪ Assesses & regulates current behavior/mindsets
	Connect	▪ Talks about learning and relates to past experiences/knowledge	▪ Identifies & defines connections between new ideas/experiences and personal values	▪ Incorporates connections into personal choices
	Describe & Evaluate	▪ Talks about feelings & thoughts related to experiences ▪ Identifies obstacles that create a fixed mindset	▪ Uses experience and/or feedback to decipher between better and worse options ▪ Identifies current mindset and responds vs. reacts	▪ Relates meaning to self and "owns" experiences ▪ Exhibits a growth mindset by valuing the process over the product
Action = *Building Skills*	Contribute	▪ Acts with a purpose ▪ Follows clear directions	▪ Creates a plan of action to achieve a goal	▪ Executes a plan ▪ Values personal contributions & extends gratitude to others
	Choose	▪ Recognizes constraints/weaknesses ▪ Recognizes advantages/strengths	▪ Weighs values ▪ Makes decisions/Identifies goals	▪ Considers how decisions will affect their future (agency)
	Practice	▪ Experiences new skills by watching and mirroring others ▪ Connects with others to develop skills ▪ Experiences failure and keeps trying	▪ Applies new skills/ideas in a creative way ▪ Uses experience and/or feedback to inform next steps	▪ Develops expertise ▪ Demonstrates deep-rooted motivation/focused effort ▪ Views failure and/or feedback as an opportunity to learn
	Tinker	▪ Takes on different perspectives ▪ Negotiates ideas with others	▪ Thinks beyond what is currently possible ▪ Experiments with new ideas	▪ Creates innovative solutions/products ▪ Evaluates the outcomes
	Encounter	▪ Watches others; observes novel work	▪ Examines models	▪ Creates and/or shares products

Building Foundations for Young Adult Success Through Developmental Experiences

The Stages of the Action-Reflection Cycle (ARC) inform the foundations for young adult success by engaging the active aspects of the action/reflection cycle. New experiences/information allow learners to *build skills* during the action stages; while the reflection stages allow learners to *make meaning* by transferring skills to knowledge and integrating learning into their lives. In Embarc these skills are spiraled throughout the program in order for students to encounter active aspects of each stage over time; thus increasing a learner's opportunities to make connections and creating more robust pathways for integrating the foundational components of young adult success: self-regulation, knowledge and skills, mindsets, and values.

Below indicates which Active Aspects are presented the most frequently throughout this unit:

ARC Objectives	
Action	**Reflection**

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- **(A) Practice: Discover, Understand**
- **(A) Encounter: Discover**
- **(A) Choose: Understand**
- **(A) Tinker: Discover**
- **(A) Contribute: Discover**
- **(R) Describe + Evaluate: Discover**
- **(R) Connect: Discover**

Culture
Lesson Overview

Each of these lessons were intentionally designed so that they can be used as stand alone lessons. However, if you are interested in using these in a sequential order to create a unit, we suggest the following order of lessons.

Lesson	Activities	Materials
Defining Culture	• Defining Culture • Who Are You? • Personal Culture Tree	• Personal Culture Tree
Cultural Artifacts for Storytelling	• Cultural Artifacts Examples + Discussion • Personal Artifact Story Circle	• If possible, have students bring in an object or a picture of an object that holds personal significance to them. • Cultural Artifacts Examples
Art Reflecting Culture ***This will likely take more than 1 class period**	• Role of Art in Culture Discussion • Art Reflecting Culture Stations • Student Presentations	• Computer/Device • Art Reflecting Culture Examples - Soul Music • Art Reflecting Culture Examples - Haka • Art Reflecting Culture Examples - Chinese Calligraphy • Art Reflecting Culture Examples - Alebrijes
Cultural Values	• Core Value Discussion • Chicago Cultural Value Brainstorm •	• Core Values List (Opening Journal Prompt) •
Belonging, Membership, and Ceremonies	• Defining Community • Mission Statements • Community Membership Discussion • Coming of Age Chalk Talk	• Article: Coming of Age Ceremonies across Different Cultures
Food as a Foundation for Community	• Food Wagon Wheel • Menu of Me	• Wagon Wheel Food Questions • Menu of Me - Brainstorming Sheet

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		• Menu of Me - Example
Stereotyping + Appropriation	• Defining Respect • Stereotyping • Combating Stereotyping and Appropriation	• Computer/Device •

If you implemented these lessons as a mini unit, you can use the following lesson as a culminating project to close out the unit. Note: this culminating project can also be implemented as a stand alone project.

Potential Culminating Project		
Elder Interviews	• Elder Interviews Prep • Elder Interviews Presentations	• Computer/Device

➕ Click on the Lesson Title to go directly to lesson
➕ Student materials follow each lesson where applicable.

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Culture

Defining Culture

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Describe a community that you belong to. What makes this community different from others? How do you become a member of this community?

Activity

ARC Objectives:
- **(A) Practice. Discover:** Connects with others to develop skills
- **(R) Describe + Evaluate. Discover**: Talk about feelings + thoughts related to experiences

Timing: 40-50 minutes

Resources/Materials:
- Personal Culture Tree

Opening Discussion: Today's lesson will explore the different aspects of culture and how they contribute to creating and maintaining community. Have students share their reflections from the opening prompt. Emphasize the similarities and the differences in students' responses, and share observations on the defining characteristics of communities that arise from student responses (e.g. food, dance, music, tradition, language, values, etc.). Pose the follow-up question: How are communities and cultures related?

Next, in small groups, have students brainstorm ideas related to culture.
- Who is seen to have culture?
- What elements make up a culture? (Have students revisit their journal prompt to identify elements if needed)
- How is culture determined or created?
- How is culture perceived or interpreted by outsiders?
- What does culture represent for a community?

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Have groups share their responses from their small group brainstorm and create a shared definition for culture as a class.

- E.g. Culture is the shared ideas, values, symbols, norms, trends, etiquette, cuisines, rituals, and art of a community.

Who are you?: Explain to students that they will complete a brief activity that explores who they are and to which communities they belong. Have students pair up and identify who is partner A and who is partner B.

- Partner A will ask student B: "Who are you?" Student B will respond with no more than one sentence.
    - E.g. I am a Chicagoan.
- Partner A will respond by asking student B "Who are you?" again, and student B will respond with a *different* answer that is no more than one sentence.
- Partner A will continue asking student B "who are you" and student B will continue answering in different ways for four minutes.
- Once the four minutes is up, have the partners switch roles and repeat.
- Reflect:
    - How did this process make you feel as the asker/responder?
    - How did you feel at the start of the four minutes vs. at the end?
    - What was easy/difficult about this process as the asker/responder?
    - What surprised you about this process? What challenged you?

Personal Culture Tree: Explain to students that they will be exploring personal culture in their next activity. Give students time to complete their personal culture tree. *Note: It may be helpful to complete one for yourself prior as an example for students. This is also a great way to model vulnerability and reflection.*

Once students are complete, have students share their tree with a partner. Then, reflect:

- Was it easy to define the communities that you belong to? Have you chosen membership or were you "given" membership? (i.e. given = born with membership; e.g. latinx community)
- Do you feel that the values you have chosen are "typical" for your communities?
- Do you feel comfortable with the visible part of your cultural background or do you prefer to make this as "invisible" as possible? Why? In which situations?
- How might our personal culture change as we get older?

Emphasize to students that our cultural identity is much larger than our nationality or ethnicity as we belong to many different cultural groups and

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	communities (e.g. Chicago culture, urban culture, fan culture). Because of this, culture is dynamic and changeable and will evolve as you and your communities evolve (e.g. values or family traditions, moving cities/countries, etc.). Additionally, explain that people tend to connect culture with stereotypes, and people may draw conclusions based on the "visible" elements of one's culture. Thus, it is important to be conscious of our biases so that we can be open to learn about one another and develop relationships across differences.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What aspects of your personal culture do you want to learn more about?

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Name: _____ Class: _____

Embarc

Defining Culture

Personal Culture Tree

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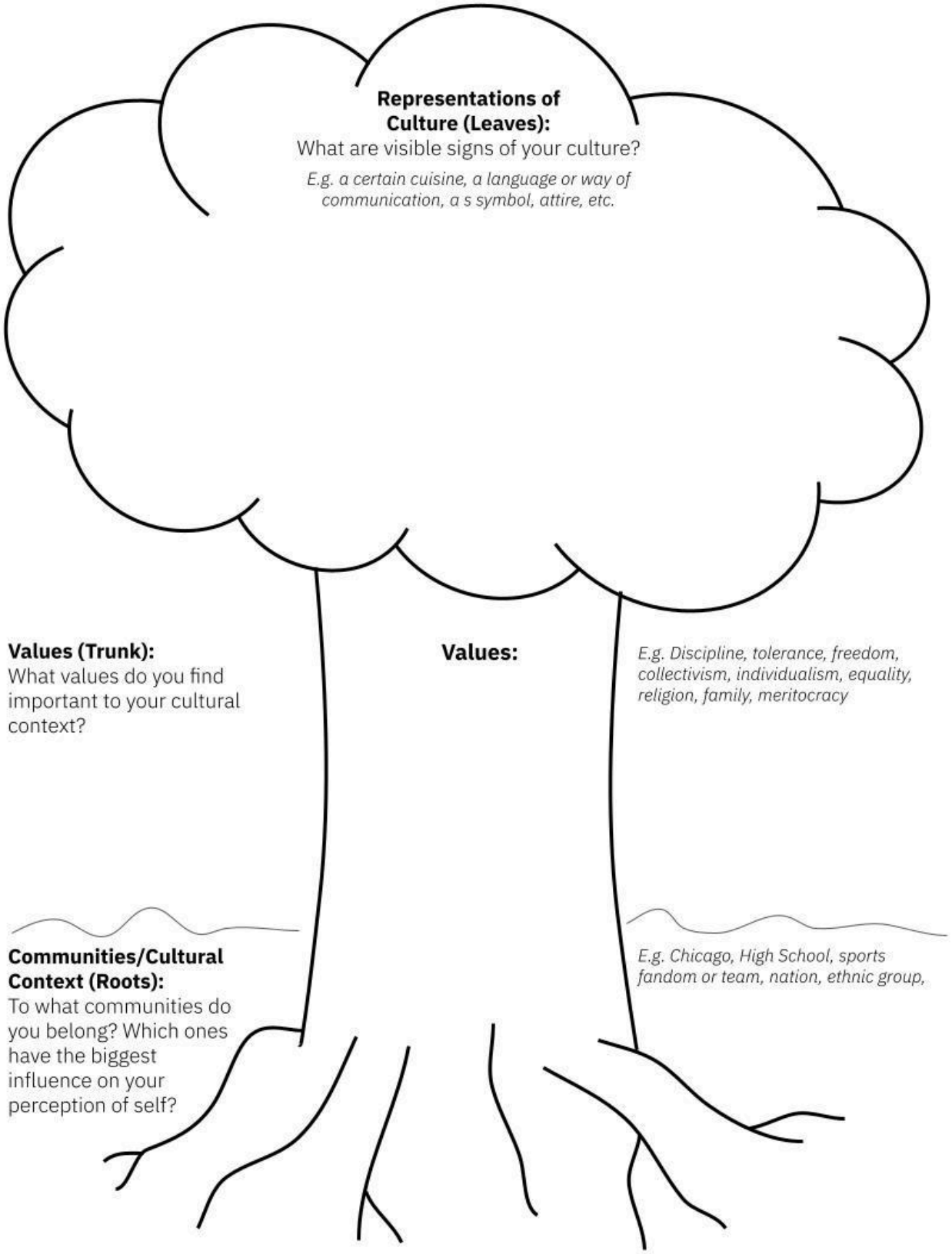
Representations of Culture (Leaves):
What are visible signs of your culture?
E.g. a certain cuisine, a language or way of communication, a s symbol, attire, etc.
Values (Trunk):
What values do you find important to your cultural context?
Values:
E.g. Discipline, tolerance, freedom, collectivism, individualism, equality, religion, family, meritocracy
Communities/Cultural Context (Roots):
To what communities do you belong? Which ones have the biggest influence on your perception of self?
E.g. Chicago, High School, sports fandom or team, nation, ethnic group,

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Culture

Cultural Artifacts for Storytelling

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Describe an object or item that holds personal significance to you. This could be a photograph, a piece of jewelry, a souvenir, or any other object that has a story or meaning behind it. What is it? Why is it important to you?

*If possible, have students bring in their object or a picture of their object.

Activity

ARC Objectives:
- ➕ **(A) Practice. Discover:** Connects with others to develop skills
- ➕ **(R) Describe + Evaluate. Discover**: Talk about feelings + thoughts related to experiences

Timing: 30-35 minutes

Resources/Materials:
- Cultural Artifacts Examples
- If possible, have students bring in an object or a picture of an object that holds personal significance to them.

Opening Discussion: Today's lesson will explore the role artifacts play in one's culture. Offer examples of cultural artifacts. Pose the following questions: What is another example of an artifact? Where might you see an artifact? What can we learn from artifacts?

Then, as a class, create a shared definition for an artifact. Emphasize that artifacts are tangible objects, tools, or items that hold significance within a particular society, and they represent values, beliefs, or experiences. Thus, by studying artifacts, we can learn a lot about a culture.

Personal Artifact Story Circle: Explain to students that their artifacts offer a glimpse into their personal culture. Share that they will have a chance to share the story behind their artifact in a story circle. Explain that a Story Circle is a small group of individuals sitting in a circle, sharing stories—usually from their own experience or imagination—focusing on a common theme. As each person in turn shares a story, a richer and more complex story emerges. By the end, people see both real differences and things their stories have in common. A Story Circle is a journey into its theme, with multiple dimensions, twists, and turns.

Next, remind students of the class community agreements and offer students the chance to add any agreements to the list to honor story sharing. If the class has not yet created community agreements, you can use/adapt the following agreements (adapted from adrienne maree brown, Emergent Strategy, pg. 229 - 230):
- Listen from the inside out, or listen from the bottom up (a feeling in your gut matters)
- Be open to learning - stretch yourself, stay curious

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- Less preparation, more presence - listen intently and be in the present moment
- Value the process as much as, if not more than, you value the outcomes
- Make space. Take space. - post-ableist rendition of 'step up, step back'
- Privacy—take the lessons, leave the details
- Yes/And, Both/And - hold space and possibility for multiple simultaneous truths
- Assume best intent, attend to impact
- Self-care and community care

Have students get into groups of 5-7 and have each group sit in a circle. Ensure that there is enough space between groups to minimize disruptions and distractions. (Note: This can be done in a whole group, but it is best in smaller groups.) Have groups designate:

- A story circle leader, who will read the prompt for each round and ensure that each person has the opportunity to share.
- A timekeeper, who will gently remind storytellers when their time is up (about 2 minutes per person).

Read the following script:

- Each group will go around the circle multiple times to tell short stories about each prompt.
- The story circle leader will read each prompt for each round and ensure that each person has the opportunity to share.
- The important things to remember are that:
    - Stories can be about any experience, any situation. All stories have value and there is no right answer. With that said, a story has a beginning, a middle, and an end. This isn't a time to offer opinions or commentary, but to share something you experienced or observed.
    - Listening is as important as speaking; each person receives full attention while telling his or her story. It isn't about performance: the idea is to listen for the essence of what is being shared, however the storyteller wants to tell it.
    - If you're thinking about the story you're going to tell when it's your turn, it won't be easy to give your full attention to other storytellers. Don't worry about preparing the best story. Don't make notes. I guarantee that stories will arise in your mind, and you will have one to tell when the time comes. Just focus on listening and the rest will take care of itself.
    - You can pass, and will be given another opportunity to tell a story at the end of the circle. If someone declines, that's fine. Don't insist.

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	○ There are absolutely no questions, criticisms, cross-talk, or comments on any story while sharing is going on or after a story is complete. Every story anyone wants to share is welcome. Even if someone's story reminds you of your own experience—even if you were there when the story unfolded and remember it differently—it's not okay to contradict, correct, or embellish someone else's story. ○ We thank each storyteller and take a breath between stories to let them sink in before the next story comes. Story Circle Prompts: ● What is your personal artifact? Share the story behind it. ● Share a story about a time you felt a sense of belonging. ● Share a story about a mentor or ancestor who taught you something important. ● Share a story about a time you learned something about yourself. ● Share a story about a time when you participated in tradition or ritual. ● Share the story behind your personal artifact from the journal prompt. Once groups have had a chance to finish their story circle, have groups reflect on the following questions in their story circle groups. ● What word or symbol reflects your feelings or a theme that arose from the stories? ● What were some notable differences? ● What touched you, if anything? ● What feelings and ideas were sparked? ● What did you want to know more about? ● What did you learn about someone's personal culture? Have groups share out big takeaways from their story circle to the class.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Why are cultural artifacts important?

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Name: _____ Class: _____

Cultural Artifacts

Cultural Artifacts Examples

Arrowheads Arrowheads were used as weapons, tools, currency, and trade items. They were also sometimes seen as a symbol of prestige and were given as gifts of appreciation or to establish alliances.	**Ventra** Ventra is an electronic fare payment system for Regional Transportation Authority (Illinois) which replaced the Chicago Card and the Transit Card automated fare collection system.
Blackberry BlackBerry was a brand of smartphones and other related mobile services and devices that were known for their specialization in secure communications and mobile productivity.	**Kippah** A kippah [kippot, yarmulke, yamaka, bullcap, or koppel] is a brimless cap, usually made of cloth, traditionally worn by Jewish males to fulfill the customary requirement that the head be covered.
Matryoshka Dolls Matryoshka dolls, also known as stacking dolls, nesting dolls, Russian tea dolls, or Russian dolls, are a set of wooden dolls of decreasing size placed one inside another.	**Prayer Beads** Prayer Beads are used to count the repetitions of prayers, chants, or mantras by members of various religions such as Catholicism, Hinduism, Buddhism, Shinto, and Islam.

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Culture

Art Reflecting Culture

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Brainstorm a list of identities and communities to which you belong.
- Race
- Ethnicity
- Socio-economic status
- Gender
- Sex
- Sexual Orientation
- National Origin
- First Language
- Physical, Emotional, Developmental (Dis)Ability
- Age
- Religious or Spiritual Affiliation
- Geographic Association (e.g. Canaryville/Chicago/Midwest)

Reflect on your list. What is a song or piece of art that you associate with one of your identities or communities? How does it reflect that identity/community?

Activity

ARC Objectives:
- ➕ **(A) Encounter. Discover:** Watches others; observes novel work
- ➕ **(R) Describe + Evaluate. Discover**: Talk about feelings + thoughts related to experiences

Timing: 1-2 Class Sessions

Resources/Materials:
- Computer/Device
- Art Reflecting Culture Examples - Soul Music

Opening Discussion: Today's lesson will explore the role art plays in one's culture. Have students share their responses to the opening prompt and pose the follow-up question: What role does your selected art/art medium (e.g. painting, music, writing) play in your culture or community?

As students respond, create a list on the board of the different roles art plays in their cultures and communities. Once students have finished sharing, ask students if there are any additional reasons why someone might make art reflective of their culture or additional ways a culture might use art in their community. Add these to the list.
- Examples:
  - Expression of identity, history, values, etc.
  - Communication + Storytelling
  - Reflection of social issues or struggles
  - Activism
  - Social critique
  - Cultural exchange and understanding

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○ Art Reflecting Culture Examples - Haka ○ Art Reflecting Culture Examples - Chinese Calligraphy ○ Art Reflecting Culture Examples - Alebrijes	○ Cultural identity and heritage preservation ○ Economic and tourism impact (e.g. economic growth from distributing art) ○ Enjoyment, celebration, community building **Examples of Art Reflecting Culture - Stations:** Emphasize to students that art can take many forms and be created for many uses. Explain that historians and outgroups often look to art to learn about a particular culture or community. Split students into even groups, split across all four stations: Soul Music, Haka, Chinese Calligraphy, and Alebrijes. Give students 7-15 minutes at each station. At each station, have students interpret the art, identifying what they think is being communicated by the piece and why the artist chose to make the art. Encourage students to be specific in their explanations and have them use the additional station reflection questions to guide their discussions. Once students have completed their stations, have students reflect as a group: ● What was something you found interesting or something that you learned about a culture? How was this reflected through art? ● What roles did art play in different cultures? How are these roles similar/different from the roles art plays in your culture? ● What can someone learn from cultural art? **Student Presentations:** Have students choose one community to which they belong and research the different art from that community. This could be paintings, music, dance, movies, theater, etc. Give students time to create a presentation of 3-5 examples of art from that community and explain how each piece reflects that community or culture. Then, have students take turns presenting their learnings to the class.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What is something you learned or found interesting about a specific type or art or art piece? Why is art an important component of culture?

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Name: _____ Class: _____

Art Reflecting Culture Examples - Soul Music

Soul Music

Excerpt from: https://timeline.carnegiehall.org/genres/soul

Soul is a gospel-influenced African American popular music style that evolved out of rhythm and blues in urban areas beginning in the late 1950s. Its passionate vocalizing, powerful rhythms, and honest lyrics spoke directly to a generation of young African Americans, and soul music became synonymous with the social and political developments affecting them. Soul became popular as a distinctive style during the 1960s and peaked in popularity in the mid-1970s. Its rise paralleled that of the Civil Rights and the Black Power movements, acting as the "soundtrack" for the ascension of Black pride during these years—the music can't be separated from the prevailing mood at the time, and vice versa.

Directions: Explore the following songs and use the reflection questions to guide your discussion as a group.

- This Little Girl of Mine by Ray Charles
- Keep On Pushing by The Impressions
- Please, Please, Please by James Brown
- A Change is Gonna Come by Sam Cooke
- I'm Still in Love with You by Al Green
- A Natural Woman by Aretha Franklin

Reflection Questions:

1) What role did soul music play when it was first created? How does that compare to the role soul music plays today?

2) What common themes and emotions are expressed in soul music? What musical elements are used to convey these themes or emotions?

3) In what ways does soul music serve as a form of cultural expression and storytelling?

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Name: _____ Class: _____

Art Reflecting Culture Examples - Haka

Haka

Excerpt from: https://www.newzealand.com/us/feature/haka/

Traditionally, haka was a customary way to welcome visiting tribes, but it also served to invigorate warriors as they headed into battle. It was a show of physical prowess but also an embodiment of cultural pride, strength, and unity.

Although haka is the Māori word for dance, it is not a dance in the sense you might imagine. Usually performed in a group, it involves chanting and actions, such as stamping, hand movements, and facial gestures.

Haka varies by tribal region, with many haka telling the story of significant events in an iwi's (tribe's) history.

Today, haka is used as a sign of respect and is performed on important occasions, such as sporting events, weddings, funerals, and powhiri (a traditional welcome).

Directions: Watch the Māori All Blacks perform their haka against Ireland and students from Palmerston North Boys High School honor their retiring teacher with a haka. Then, use the reflection questions to guide your discussion as a group.

Reflection Questions:

1) What emotions or messages were conveyed through the hakas you watched? What contributed to those emotions?

2) What role does haka play in Māori culture? What can others learn from watching haka?

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3) What traditional dances or cultural practices exist in your own culture? How do these practices serve similar or different purposes within your culture?

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Name: _____ Class: _____

Art Reflecting Culture Examples - Chinese Calligraphy

Chinese Calligraphy

Excerpt adapted from: https://asiasociety.org/education/chinese-calligraphy

Calligraphy, literally "beautiful writing," has been appreciated as an art form in many different cultures throughout the world, but the stature of calligraphy in Chinese culture is unmatched. In China, from a very early period, calligraphy was considered not just a form of decorative art; rather, it was viewed as the supreme visual art form, was more valued than painting and sculpture, and ranked alongside poetry as a means of self-expression and cultivation. How one wrote, in fact, was as important as what one wrote.

The earliest existing examples of Chinese writing are the inscriptions that appear on so-called oracle bones (animal bones and turtle shells) and on bronze vessels, the oldest of which date back to the Shang dynasty (ca.1600-ca.1100 B.C.E.). Shang kings used these objects in important divination rituals, and some scholars have argued that this early association of writing with ritual and political authority helps to account for the special status conferred upon those who could read and write.

Directions: Read the excerpt above and reflect on the examples. Use the reflection questions to guide your discussion as a group.

Reflection Questions:

1) What do you notice about Chinese Calligraphy? How does calligraphy compare to other art forms?

2) What role did calligraphy play in ancient Chinese society?

3) What cultural values are reflected in Chinese calligraphy?

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Art Reflecting Culture Examples - Alebrijes

Alebrijes

Excerpt adapted from: https://lammuseum.wfu.edu/2020/10/mexico-create-a-colorful-alebrije/

Alebrijes are brightly colored Mexican folk art sculptures depicting fantastical creatures or familiar animals. They can have horns, antlers, wings, fangs, fins, scales, human bodies, and some have them all at once. No two are exactly alike, but all alebrijes are painted with intense, vibrant colors and intricate patterns. Artists use detailed patterns of stripes, dots, geometric shapes, flowers, and flames. Many creatures have bodies that are exaggerated, twisted, or contorted. The faces of alebrijes have expressions ranging from peaceful and playful to suspicious and sinister.

Directions: Read the excerpt above and watch this brief video on the origins of alebrijes. Then, use the reflection questions to guide your discussion as a group.

Reflection Questions:

1) What do you notice about alebrijes? What makes them unique?

2) What could someone learn from alebrijes? What cultural values might they represent?

3) What role do alebrijes play in Mexican culture? How is this similar/different from the role art plays in your culture?

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Culture

Cultural Values

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Choose 2-3 values off the Core Values list that are most important to you. Reflect on each:
- Why is ___ important?
- Where/when/how did you learn this core value?

Activity

ARC Objectives:
- ➕ **(A) Choose. Understand:** Weighs values
- ➕ **(R) Connect. Discover:** Talks about learning and relates to past experiences/ knowledge

Timing: 30-35 minutes

Resources/Materials:
- Core Values List (Opening Journal Prompt)
-

Opening Discussion: Today's lesson will explore cultural values, our own and others, and how they may influence the behaviors or mindsets of a community. Have students share their reflections from the opening prompt. Pose the follow-up questions:
- Do your core values represent the core values of your communities? Why or why not?
- Do you believe that our core values can change? Why or why not?

Emphasize that while our personal core values are often influenced by our different communities and cultures, there may be times when our core values are in conflict with those of one of our communities or cultures. This is natural and often at the intersection of our different identities. Additionally, as we join new communities, grow, and engage with the world, our personal core values may evolve to align with who we are in a particular life stage.

Chicago Cultural Values Brainstorm: Explain to students that they will be exploring their personal cultural values and Chicago cultural values. As a class, brainstorm a list of cultural norms and/or values that represent living in Chicago. Consider:
- What do Chicagoans value? What is important to them? What do they prioritize doing or having in their lives?
- How do Chicagoans greet, address, or interact with each other? Does this change based on perceived power or status?
- How do Chicagoans dress personally/professionally?
- How do Chicagoans allocate power or status? Is it given based on your background, on your accomplishments, or on something else?

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	• Suppose someone is visiting Chicago for the very first time. What "unspoken rules" should they know in order to be respectful? Once students have generated their list, reflect: • Are there any of these cultural norms or values that you personally agree/disagree with? If so, which ones? Why? • How did you learn these cultural values or norms? • How do these cultural values or norms differ from other parts of the United States? Of the world? Why do you think that is? Have pairs share out their big takeaways from their pair discussion. Then, pose the following reflection questions to class: Why is it important to understand our own cultural norms and values? Why is it important to understand the cultural norms and values of a particular community?

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What did you learn about yourself today? Why are cultural norms and values important?

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Name: _____ Class: _____

Cultural Values

Core Values

Acceptance	Certainty	Diversity	Humor	Patriotism
Accessibility	Challenge	Education	Imagination	Perfection
Accomplishment	Change	Efficiency	Improvement	Philanthropy
Accountability	Citizenship	Equality	Independence	Popularity
Accuracy	Collaboration	Exploration	Individuality	Power
Achievement	Comfort	Fairness	Innovation	Productivity
Adaptability	Community	Faith	Inspiration	Profitability
Adventure	Compassion	Fame	Integrity	Recreation
Altruism	Competence	Family	Intelligence	Reflection
Ambition	Competition	Fidelity	Joy	Relationships
Appreciation	Concern for Others	Flexibility	Justice	Reliability
Approachability	Conformity	Freedom	Kindness	Religion
Assertiveness	Connection	Friendships	Knowledge	Respect
Attention to Detail	Consistency	Fun	Leadership	Rest
Attentiveness	Contribution	Generosity	Longevity	Rigor
Authenticity	Control	Gratitude	Love	Service
Authority	Cooperation	Growth	Loyalty	Simplicity
Autonomy	Courage	Guidance	Mastery	Strength
Availability	Courtesy	Happiness	Maturity	Sustainability
Awareness	Creativity	Hard Work	Meaningful Work	Tradition
Beauty	Credibility	Harmony	Merit	Trust
Being the Best	Curiosity	Health	Modesty	Unity
Belonging	Decisiveness	History	Obedience	Victory
Bravery	Dedication	Honesty	Openness	Wealth

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Brilliance	Dependability	Honor	Optimism	Wisdom
Capability	Discipline	Humility	Organization	Wonder

Name: _____ Class: _____

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Cultural Values

Cultural Values Inventory

Adapted from: https://carla.umn.edu/maxsa/documents/CoreCulturalValues_MAXSA_IG.pdf

Directions: Below are common cultural values and their contrasting counterparts. For each value, circle the ranking that best describes your personal beliefs.

Individualism: While you may seek input from others, you are ultimately responsible for your own decisions including those regarding your post secondary path and how to spend your free time. You prioritize your wellbeing over that of your community.						**Collectivism:** You make important life decisions based on the needs of your community and put the well-being of the community as a whole ahead of your own.					
1 Strongly Disagree	**2** Disagree	**3** Slightly Disagree	**4** Slightly Agree	**5** Agree	**6** Strongly Agree	**1** Strongly Disagree	**2** Disagree	**3** Slightly Disagree	**4** Slightly Agree	**5** Agree	**6** Strongly Agree

Equality: You believe that people should have equal opportunities and while differences such as age and status obviously exist, you don't feel these should be used as the basis for interacting with others.						**Hierarchy:** You believe strongly in status differences and that people should be treated according to their standing. Hierarchy is the fact of life and gives everyone a sense of their place in the world.					
1 Strongly Disagree	**2** Disagree	**3** Slightly Disagree	**4** Slightly Agree	**5** Agree	**6** Strongly Agree	**1** Strongly Disagree	**2** Disagree	**3** Slightly Disagree	**4** Slightly Agree	**5** Agree	**6** Strongly Agree

Formality: You feel that people should communicate and relate to each other with proper etiquette. This often results in you addressing someone based on their age and status.						**Informality:** You believe that being overly formal hinders good communication and connection. This results in communication and interaction rules that are relaxed and flexible.					
1 Strongly Disagree	**2** Disagree	**3** Slightly Disagree	**4** Slightly Agree	**5** Agree	**6** Strongly Agree	**1** Strongly Disagree	**2** Disagree	**3** Slightly Disagree	**4** Slightly Agree	**5** Agree	**6** Strongly Agree

Directness: You believe that being direct is the way	**Indirectness:** You believe indirect communication is

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to communicate and interact, and you prioritize face-to-face, transparent conversations to resolve conflict. This directness leads to increased trust.						the best way to respect others' integrity and allow them to save face. Third parties and subtle clues are used to communicate conflict and you see directness as rude or offensive.					
1 Strongly Disagree	**2** Disagree	**3** Slightly Disagree	**4** Slightly Agree	**5** Agree	**6** Strongly Agree	**1** Strongly Disagree	**2** Disagree	**3** Slightly Disagree	**4** Slightly Agree	**5** Agree	**6** Strongly Agree

Meritocracy: You believe that people should be judged on merit and that they should earn their position and status in life based on their demonstrated abilities.						**Ascription:** You believe that a person's family background, age, gender, ethnicity, and other characteristics are very important in determining a person's status or standing in the community. This also establishes how you should interact with the person.					
1 Strongly Disagree	**2** Disagree	**3** Slightly Disagree	**4** Slightly Agree	**5** Agree	**6** Strongly Agree	**1** Strongly Disagree	**2** Disagree	**3** Slightly Disagree	**4** Slightly Agree	**5** Agree	**6** Strongly Agree

Activity: Your day is scheduled with several activities including work, studying, and social time with friends. You are strongly motivated to be doing something constantly and perceive others as lazy or inferior based on the quantity and quality of activities they do.						**People:** You prioritize your relationships with others, rather than activities - both personal and professional. You believe that who you are with is more important than what you are doing.					
1 Strongly Disagree	**2** Disagree	**3** Slightly Disagree	**4** Slightly Agree	**5** Agree	**6** Strongly Agree	**1** Strongly Disagree	**2** Disagree	**3** Slightly Disagree	**4** Slightly Agree	**5** Agree	**6** Strongly Agree

Charge, Progress, Risk Taking: You believe that change is a good thing and represents progress, improvement, and growth. This emphasis on change translates into you being willing to take risks and try new things.						**Stability, Tradition, Risk Aversion:** You believe that traditions are important because they bring a positive and expected rhythm to life. Stability gives meaning to life. This emphasis on tradition and stability leads to you being uncomfortable taking risks and preferring to do things as they have been done in the past.					
1 Strongly Disagree	**2** Disagree	**3** Slightly Disagree	**4** Slightly Agree	**5** Agree	**6** Strongly Agree	**1** Strongly Disagree	**2** Disagree	**3** Slightly Disagree	**4** Slightly Agree	**5** Agree	**6** Strongly Agree

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Fate and Destiny: You believe human destiny is a matter of fate and is something beyond one's ability to control.						**Personal Efficacy:** You believe that you can and should control your future. What you do in life matters, and you must exercise that control to make things happen.					
1 **Strongly Disagree**	**2** **Disagree**	**3** **Slightly Disagree**	**4** **Slightly Agree**	**5** **Agree**	**6** **Strongly Agree**	**1** **Strongly Disagree**	**2** **Disagree**	**3** **Slightly Disagree**	**4** **Slightly Agree**	**5** **Agree**	**6** **Strongly Agree**

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Culture
Belonging, Membership, and Ceremonies

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: "Communities are not built of friends, or of groups with similar styles and tastes, or even of people who like and understand each other. They are built of people who feel they are part of something that is bigger than themselves: a shared goal or enterprise, like righting a wrong, or building a road, or raising children, or living honorably, or worshiping a god. To build community requires only the ability to see value in others, to look at them and see a potential partner in one's enterprise." —Suzanne Goldsmith, author

Do you agree or disagree with this quote? Why?

Activity

ARC Objectives:
- ➕ **(A) Tinker. Discover:** Takes on different perspectives
- ➕ **(R) Describe + Evaluate. Discover**: Talk about feelings + thoughts related to experiences

Timing: 30-50 minutes

Resources/Materials:
- Article: Coming of Age Ceremonies Across Different Cultures

Opening Discussion: Today's lesson will explore the concept of belonging and how one obtains "membership" within a community. Poll the room: Do you agree or disagree with Suzanne Goldsmith? Then, have students share their reasoning from either side.

Next, ask the follow-up questions: What makes a community? How are they built?

Have students share their responses and create a class definition for the word "community."

Mission Statements: Explain that in the journal quote, it is stated that communities are "built of people who feel they are part of something that is bigger than themselves." Emphasize connections between the quote and their shared class definition. Then, explain that they will now take a look at what brings some communities together.

Display the following mission statements for students to read aloud one at a time:

- Swinomish Indian Tribe: The purpose and mission of the Swinomish Indian Tribe is to protect the culture and traditional practices of the Swinomish people; to respect and protect the spirit of the ancestors

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that have gone before and the future generations to come; and to protect and preserve the Tribe's reservation homeland.

- Embarc: Embarc's goal is to drive student success with long-term social and cultural exposure. Through the transformative power of experiences, we awaken students to the possibilities of their potential by dissolving the borders of the city and in their minds.
- American Red Cross: The American Red Cross prevents and alleviates human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors.
- National Football League: To unite people and inspire communities in the joy of football by delivering the world's most exciting sports and entertainment experience.
- Veterans of America: to empower our brave men and women to regain what they fought for: their freedom and independence.
- Brooklyn Tabernacle Church: A church for worshiping God and loving others.

Pose the following reflection questions and discuss:

- Based on the mission statements that we just read, which group, if any, do you think you could belong to? Why?
- Reflect on one of the communities to which you belong. If you had to describe its mission to others, what would it be? How do you know?
- What aspects of a culture are conveyed through mission statements?
- How can mission statements enhance a sense of belonging in a community?

Community Membership: Next, explain that while we may be members of several communities, all of which likely have shared goals and values, some communities have more explicit rules for membership. Conduct a turn and talk with the following prompts: How do you know whether or not you belong to a community? Is there a specific date, action, etc. that symbolizes you are part of that group? If so, is this true for all members?

Have students share their reflections from their pair discussions and emphasize that some communities may have onboarding or induction ceremonies for new members, while other communities do not. Have students independently reflect on the communities to which they belong and identify how they obtained membership and/or were inducted into each community. Next, have students share their reflections in small groups.

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	Coming of Age Article: Read and Respond: Explain that in certain communities, its members hold ceremonies for rites of passage such as birth, puberty, adulthood, marriage, and death. These ceremonies welcome people within their communities into a subgroup of their communities like the community of adults or elders. Post the article, Coming of Age Ceremonies Across Different Cultures, on Google Classroom to read online or print copies of the article for students to read. Have students read the article and record their reactions. Guide them to think about things they connect with, are surprised by, have questions about, etc. After students have had a chance to look at ways people their age around the world are welcomed into the community of "adulthood", have students share out ceremonies or traditions in their own lives that welcome them into adulthood (i.e. Sweet 16 and driver's license, quinceañeras, graduating high school, bar/bat mitzvah, etc.). Students can make a mini poster of their coming of age tradition (optional). Then, have students reflect as a whole group: ● How are our cultural ceremonies similar/different? What do you think contributes to these similarities/differences? ● What role do ceremonies play in one's culture? Why are ceremonies important? ● What can someone learn about a culture or a group from their ceremonies? ● How do ceremonies promote a sense of belonging within a community?

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** How does your culture promote a sense of belonging? Why is a sense of belonging important to a community?

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Culture
Food as a Foundation for Community

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Describe a food or dish that reminds you of home.
- What is it? What ingredients are in it?
- What is your first memory eating this food/dish?
- How does one make it?
- Imagine you are eating it right now. Who made the dish? Who is eating it with you?

Activity

ARC Objectives:
- ➕ **(A) Practice. Understand:** Applies new skills/ideas in a creative way
- ➕ **(R) Describe + Evaluate. Discover**: Talk about feelings + thoughts related to experiences

Timing: 30-35 minutes

Resources/Materials:
- Wagon Wheel Food Questions
- Menu of Me - Brainstorming Sheet
- Menu of Me - Example

Opening Discussion: Today's lesson will explore how food can act as a foundation for community and culture. Have students share their reflections from the opening prompt.

Food Wagon Wheel: Explain that the purpose of a wagon wheel is to provide an opportunity to talk to many different people in a room and learn more about them in a quick but engaging way. Today, the conversations will be centered around food as a way to learn about the different role food and meals play in one's life and culture.

To begin, give each student a Wagon Wheel Food Question or have students come up with their own on scrap pieces of paper. Then, divide the students in half.
- Have one half of students form a circle and face outside.
- Have the other half of students form a circle on the outside and face someone on the inside circle.
- Everyone should be paired one-to-one.

During each round (2-4 min per round), the inside circle will read their question and the outside circle will answer it and then the outside circle will ask their question and invite the inside circle to answer it. At the end of each round, students will trade their questions before rotating to a new partner so they will be answering and asking different questions each round. Choose either the inside circle or the outside circle to rotate.

Once students have completed a desired amount of rounds (or students have rotated back to their original partner), have the inside circle join the outside

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	circle and reflect: ● What is something you found interesting or funny during this activity? ● What is something that surprised you while talking to others in the room? ● What is an answer that many people have in common? ● What is an answer that you could connect with? ● What is something you learned about yourself from this activity? **Menu of Me:** Explain to students that they will be exploring the role food plays in their identity. Pose the following questions: ● What foods are central to your home, community, or culture? ● What would someone learn about you, your family, or your community from sharing a meal with you/them? ● What food traditions do you/your family/your community practice? ○ E.g. Offering food to ancestors, family dinner, special meal on holidays Have students share their responses to the questions and emphasize that food often acts as a vessel for community, identity, and tradition. It can reflect the history or geography of a region or a group, and in some cultures, it can symbolize values or beliefs. It also often acts as a ritual or tradition that can bring people together and build or strengthen relationships. Explain to students that they will be creating a "menu of me" which will help tell the story of their personal culture through food. Give students time to complete the brainstorming sheet and look at the example. It may be helpful to create your own example as a model as well. Then, have students use paper/makers, google slides, or canva to create their own "menu of me." Once students are finished, have students share their menus with the class via whole group presentations or a gallery walk. Then, conduct a reflection: ● What is something you found interesting or surprising? ● What is something that you had in common with a classmate? ● What is something you appreciated about a particular menu? ● What is something you learned about a classmate or yourself? ● Why did you choose the foods that you did? ● How does your menu help tell your story or share your culture?

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on	**Closing Reflection:** What role does food play in a culture? What can we learn about someone or their culture from the food that they eat?

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display	

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Name: _____ Class: _____

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Food as a Foundation for Community

Wagon Wheel Questions: Food

✂ ✂ Cut along dotted lines ✂ ✂

What do you know how to cook? What do you like to cook?	**What was the first thing you learned how to cook? How did you learn?**
What do you usually say is your favorite food? Where is your favorite place to eat it?	**What's the food you eat to feel comforted? Why does it make you feel better?**
What food is always at your family's holidays or celebrations?	**What's the food you eat when you are sick? Why does it make you feel better?**
What is a food that is traditional to your culture?	**What's your favorite meal of the day? Why?**

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What is a food that you can eat any day of the week?	**Who is your favorite person to eat with? Why?**
What is a food that you have never tried but would like to?	**Would you rather always cook your own food or never cook your own food? Why?**
What is a food that you or your family eat that may be surprising to others?	**Which three people (past or present) do you want to have dinner with?**
What is an ingredient you add to every meal that's not in the recipe?	**What is a popular food that most people enjoy but you don't?**
What is a food that makes you feel at home?	**What is the most memorable meal you've ever had? What made it memorable?**

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What is something you didn't like to eat as a kid that you like now?	**Suppose you are hosting a dinner party with an unlimited budget for ingredients, catering, or a chef. What would be on the menu? Why?**
What is the last thing you ordered for takeout/carryout?	**What food is a central part of your diet? What is a food that you regularly eat?**
What is your all time favorite restaurant?	**What is a food that you have tried that you never want to eat again?**
What is your favorite food to share with others (e.g. bring to a potluck, make for a friend when they come over, etc.)?	**Suppose someone is coming to visit Chicago for the visit time. Where do they have to eat? What do they have to order?**
What is your favorite food to snack on?	**Suppose you can only use three spices for the rest of your life. What three do you choose?**

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What is your favorite thing to drink?	**What is a controversial food preference of yours? (e.g. Ketchup on a Chicago Dog, Pineapple on Pizza)**

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Name: _____ Class: _____

Food as a Foundation for Community

Menu of Me - Brainstorming Sheet

Directions: Use the following reflection questions to brainstorm items for a "menu of me" that describes foods central to your personal culture. Your final menu should have at least 2 items in each category – i.e. starters, entrees, and desserts.

- What's a snack/dish/dessert that you could eat every day?
  - What is it? What's your favorite memory of this food? When do you like to enjoy it? What feelings does it evoke?
- What is a snack/dish/dessert that is central to your family?
  - What is it? What's your favorite memory of this food? When does your family enjoy it?
- What is a snack/dish/dessert that is central to your community or culture?
  - What is it? When/why do people eat it? To which community or culture does it belong?
- What is a snack/dish/dessert that you only eat on special occasions?
  - What is it? What makes it special? When do you eat it?
- What is a fsnack/dish/dessert that reminds you of home?
  - What is it? Why does it remind you of home?
- What is a snack/dish/dessert that you love to introduce to others? E.g. bring to a potluck, make for a friend when they come over, etc.
  - What is it? How do you go about introducing it to others? Why do you like introduce it to others? What makes this food special?

Starters

Food Name	Main Ingredients	How do you eat it? How do you make it or obtain it? When do you eat it?

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Entrees

Food Name	Main Ingredients	How do you eat it? How do you make it or obtain it? When do you eat it?

Desserts

Food Name	Main Ingredients	How do you eat it? How do you make it or obtain it? When do you eat it?

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Name: _____ Class: _____

Food as a Foundation for Community

Menu of Me - Example

Directions: Using your brainstorming sheet, create a final “menu of me” with at least 2 starters, 2 main dishes, and 2 desserts. Be sure to include main ingredients and special instructions on how it is prepared or enjoyed.

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MENU OF MARI

STARTERS

El Azteco Queso Dip

three types of cheese, sour cream, jalapeños, green onions

Most enjoyable when savored outdoors on a pleasant day, whether at a barbecue or a football tailgate.

Tropical Fruit Salad

lychee, mango, sweetsop, guava, assorted tropical fruits in season

Rinsed and cut by hand by my grandma or mom. Enjoyable at any time of day and on any occasion.

MAIN COURSE

Carnitas

slow roasted park, corn tortillas, pico de gallo

Slowly roasted and carved by my father himself, this dish is best savored when shared around a large table with a group of loved ones.

Beef Noodle Soup

braised beef, beef broth, noodles, vegetables

Warm, hearty soup best enjoyed on a cold or rainy day.

DESSERT

Mango Boba

fresh mangoes, juice, tapioca

Fresh mangoes and juice blended to create a thick mango smoothie with black tapioca pearls at the bottom. Best enjoyed as a dessert or on a hot summer day.

Tres Leches

three types of milk, sponge cake, cinnamon

A delicious, refreshing centerpiece of any special occasion including birthdays, graduations, and weddings.

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Embarc

Culture
Stereotyping + Appropriation

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Define respect. What does it mean to you? What does it look like? What does it sound like?

Activity

ARC Objectives:
- ➕ **(A) Practice. Understand:** Applies new skills/ideas in a creative way
- ➕ **(R) Connect. Discover**: Talks about learning and relates to past experiences/ knowledge

Timing: 30-50 minutes

Resources/Materials:
- Computer/Device
-

Opening Discussion: Today's lesson will explore the effects of stereotyping and cultural appropriation. Have students share their responses to the journal prompt and pose the follow-up questions: What are the similarities/differences in our definitions? What are the similarities/differences in the ways we perceive or show respect? What contributes to the differences in how we perceive or show respect?

As students respond, create a running list of "actions that show respect in our communities" on the board. Emphasize that while respect is often a core value in several communities, (defined loosely as "showing regard for another's abilities, feelings, wishes, rights, perspectives, or traditions), many cultures differ in the ways that they show respect. Pose the follow-up question: Would these same actions show respect in another country? Why or why not?

Explain that every community develops social norms that govern interactions between its members and, sometimes, communities may develop conflicting norms. For example, in some cultures, eye contact is a sign of respect while in others, it is a sign of disrespect. Next, in pairs, have students discuss the follow-up question: When interacting with someone in a different community, what can we do to make sure that we do not accidentally show disrespect? Once pairs have had time to brainstorm, have pairs share their ideas.

Stereotyping: Emphasize that while researching social and cultural norms prior to entering a new community is helpful, it is also important to learn directly from the individuals in that community. Additionally, it is important to be self-aware and understand that aspects of our own identity may be different from others. Thus, we should keep an open mind and avoid making assumptions about another community or culture.

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Explain that learning directly from individuals in a community and offering space for its members to share their story also helps us avoid stereotyping or causing harm. As a quick exercise to reflect on the effects of stereotyping, ask students to write down all of their identities that they are comfortable with writing down in the classroom space.

- Race
- Ethnicity
- Socio-economic status
- Gender
- Sex
- Sexual Orientation
- National Origin
- First Language
- Physical, Emotional, Developmental (Dis)Ability
- Age
- Religious or Spiritual Affiliation
- Geographic Association (e.g. Canaryville/Chicago/Midwest)

In partners, have students pick one of those identities and share with their partner a time when they were particularly proud to be associated with that identity. Then, ask students to share stereotypes they have heard about one of their identities that fail to describe them accurately.

Next, have students write down and complete the sentence "I am (a/an) _____ but I am NOT (a/an) _____." Have students write down their responses in their journal. Then, optionally, reflect as a group:

- How did you feel sharing your experiences with your partner?
- How did it feel reading the statements around the room?
- What surprised you about this activity?
- Why is it important to call out stereotyping?
- What can we do to help others better understand our identities?

Combating Stereotyping and Appropriation: Explain that sharing our stories and inviting others to share their stories creates spaces for clear communication and helps people appreciate other cultures without appropriating or disrespecting cultures. Conduct a think-pair-share: What do you know about cultural appropriation? What are some examples of cultural appropriation?

Have pairs share insights from their conversation and then play this video: What's the Difference between Appropriation and Appreciation? Then, reflect:

- What's the difference between cultural appropriation and cultural appreciation?

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	• What is the impact of cultural appropriation? • What can people do to ensure that they aren't appropriating another's culture? • How is appropriation related to stereotyping? • What can we do as change agents to call out appropriation or stereotyping? Next, have students revisit their identity list and choose one that they want to explore further in regards to appropriation. Have students independently reflect: • How does the media or related industries (e.g. film, fashion, advertising) portray people who share this identity? What messaging is being communicated about this community of people? • What themes do you notice about the stories being told about this community or culture? Do these themes align to the values this community of people hold? • What messaging do you hear from outsiders about this community or culture? Do you agree with this messaging? • What stereotypes or misconceptions exist about this community or culture? • What elements of this culture are being misused by others? (e.g. words, dress, art, traditions, songs) • What do you wish others knew about this community or culture?

Closing

Timing: 5-8 Minutes	**Closing Reflection:** Why is it important to understand how to respectfully interact, experience, and appreciate other cultures? What is one thing someone can do to make sure they respectfully engage with your culture?

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Culture

Elder Interviews

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What is a memory or a story from your childhood that you hope to pass on to other future generations?

This could be a silly memory, a story about a pivotal moment, a story that was passed on to you, or anything else!`

Activity

ARC Objectives:
- ➕ **(A) Contribute. Discover:** Creates a plan of action to achieve a goal
- ➕ **(R) Describe + Evaluate. Discover**: Talk about feelings + thoughts related to experiences

Timing: 1-3 class sessions

Resources/Materials:
- Computer/Device

Opening Discussion: This unit, we have been exploring aspects of culture and our cultural identities. Culture is a key component of our lives and influences who we are and who we will become. Since humans are complex, many of us belong to different communities and have several cultures that influence our personal culture. We often first learn about different elements of our culture like values and traditions from our families or elders in our communities. Over the next few days, we will be conducting interviews to capture stories from our elders.

Elder Interview Prep: To begin, have students identify 1-3 people that they would be interested in interviewing for their project (e.g. parent, grandparent, community leader, mentor, etc.). Then, have students brainstorm a list of categories or themes related to family, community, and culture that they are interested in learning more about. Write a running list of their responses on the board (e.g. cultural practices, ancestry, origins, ancestors, significant events, daily life/roles, evolution of culture, celebrations, traditions, rituals, food, art, values, life lessons, etc.).

Next, in groups of 2-3, have students create 1-4 questions that they hope to ask an elder in their community for each category. Students should have a list of 10-20 open ended questions total. Have them consider:
- What do you hope to learn from your interviewee?
- What do you already know about your interviewee? What do you want to know more about?
- To which shared community do you and your interviewee belong? What do you want to know about that shared community or culture from their perspective?

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	• What elements of your shared culture (e.g. language, food, art) do you want to learn more about? Have groups share their questions and create a class interview question bank of all the questions. Once students have confirmed who they will interview for their project, have students highlight 10-20 potential questions off the class interview question bank that they would be interested in asking. Next, have students choose a format with which they want to record their interview. This could be a video, short film, podcast, magazine article, etc. Have students create a plan for capturing their interview. Set a deadline for students to have completed their interview and offer a class session to finalize their presentation. **Elder Interview Presentations:** Have students take turns listening/reading/watching each other's interviews and reflect. • What did you find most interesting about your interview? • What is something you learned about your culture or community throughout this process? • What is something you learned about yourself throughout this process? • What is something you found interesting about a classmate's interview? • Why is it important to capture stories from our elders? • How is storytelling related to culture?

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What is one thing you learned about your culture or your community through your interview? What is one thing that you want to learn more about after interviewing your elder?

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